Chapter eight of Tomlinson and McTighe's book *Integrating Differentiated Instruction and Understanding by Design* explored the topic of grading and reporting achievement. It discussed six main principles of effective grading and reporting, which include clearly specified learning goals and performance standards, valid evidence, established criteria, what should(n’t) be graded, avoiding means, and focusing on achievement. All six of these principles support backward design and a standards-based education system. Often times, the teachers who believe in this method believe that grading can harm the motivation of students. This chapter also discussed the two or three separate factors that should be reported, achievement, progress, and work habits. In Armstrong’s *Multiple Intelligences in the Classroom*, chapters eight, eleven, and twelve delved into the topics of Multiple Intelligence Theory and how it can be used and impact classroom management, teaching students with special needs, and improving cognitive skills. Chapter eight gave us examples of how to manage our classroom by creating rules that each intelligence can relate to, as well as examples of what to do for specific learners when there is a transition period coming up, (like lunch or recess). It also gives examples of managing individual behaviors, not only for each intelligence, but also different classes of students, such as aggressive, withdrawn, and hyperactive. Chapter eleven discusses MI Theory as a growth paradigm, rather than a deficit paradigm. It is a lot to do with person first language and creating a positive learning environment that will encourage the student, rather than put them down. It is a tailored approach to allow for the greatest success of the student, individually, not as a whole class. Chapter twelve is about how we can cater to students’ intelligence style and make learning and remembering easier, such as using a pneumonic device. Gardner is referenced in the section of this chapter labeled *Promoting Christopherian Encounters*, which means that we must try to push our students “beyond the edge” because much like the world was thought to be flat; Columbus challenged the idea and sailed “over the edge”. Lastly, Bloom’s Taxonomy lets us judge how much impact multiple intelligence curriculum has on our students. All six levels of Bloom’s can be used in the Multiple Intelligence curriculum.

I truly enjoyed these articles. I think it is important for us, as future educators, to learn about catering to specific needs of all our students. There will not be a single classroom we step into that has 100% of the students being classified as “normal,” but what is it to be normal? We have tried to classify our students and put them in categories when something does not come easy to them or they seem a bit different. We use IEPs to focus on a specific need of the child in a subject they are usually doing poorly in, and rarely discuss the student’s strong attributes. I watched a Ted Talk that was presented by a thirteen year old boy named Logan, he says what he wants to be when he grows up is “happy and healthy” and he talks to us about hacking education. Hacking education creates an individualized learning environment where the student can be most successful; he’s a pretty smart kid. Another great idea is Jon Bergmann’s flipped mastery classroom. Each student gets to learn the material, but at their own individual learning level. All the students still have to meet the standards, but it can be done at their own pace and their own intelligence level. Students can do different experiments and assignments from one another because they are so individualized. All students must show that they have met the specific standard before moving on to the next unit of the curriculum. This type of classroom allows the teacher to move around the room and meet with students individually and see what/how they are doing learning the material. It’s all quite impressive.

  
*Michael Diffin, Cheyenne McCarthy, Cole Phillips*

**Abstract:**

Tomlinson and Mctighe share a number of thoughts with Thomas Armstrong throughout chapters six and seven of *Integrating Differentiated Instruction and Understanding by Design*. The chapters of either text are focally concerned with specificity, and breaking down the elements of content which they are trying to explain.  
  
Chapter six of *Integrating Differentiated Instruction and Understanding by Design*, focuses on mastery of content and how best to enable students with the abilities to get going in the right directions. Through usage of that aforementioned specificity, the authors describe the important roles of alternate educators, namely those of ‘facilitator,’ ‘direct instructor,’ and ‘coach.’ Coming to an understanding of students, in the truest possible sense, is the only effective means of capitalizing on special roles and coaching the students to greatness. Creating specific roles in the classroom means developing a close understanding of students, and, in doing so, creating a realization of just how important differentiation is in the classroom.  
  
After coming to a true, differentiated realization, Tomlinson and McTighe turn to a focus on posing essential questions to students, as well as the best possible ways to pose such questions. Tomlinson and McTighe detail the best possible manners in which to pose questions broadly and open-endedly, encouraging deep student thought and ability to come to conclusions for themselves, better realizing content-relevant material based on such independent thought processes. The concept of coming to independent, truly self-fabricated responses allows for an [honest feeling of relevance to the content](http://learning.blogs.nytimes.com/2011/12/08/five-ways-to-flip-your-classroom-with-the-new-york-times/%20%20), and a subsequent thirst for continued learning. Tomlinson and McTighe suggest using the acronym, ‘WHERETO’ (the ‘wheres,’ ‘whats,’ and ‘whys,’ the ‘hooks,’ how best to ‘equip’ students and create ‘experiences,’ ‘rethinking,’ ‘revision,’ and ‘refinement,’ ‘evaluation,’ and ‘tailoring’ curricula to the students).  
  
Thomas Armstrong focuses on modern day classroom management and its propensity for continued effectiveness throughout chapter five of *Multiple Intelligences in the Classroom*. Armstrong shines a particular spotlight on contemporary methodology, and that it is, in fact, effective even in the face of emerging technology, but, at times, speaks dubiously about its future. He speaks on integrating technology into any and all methods of classroom management, recommending the use of contemporary methods, and evolving methods equally as well as gearing such principles toward multiple intelligences. We must, as teachers, not only understand the concepts of the eight MI categories, but be readily able to shift between them in order to attest to each student’s needs.  
  
In the following chapter, Armstrong expounds upon many of the ideas presented in the former. As teachers, we must be willing to implement the eight multiple intelligences into our curricula, and we must learn to do so with respectful variance and general respect to the learning styles and multiple intelligences of each student involved. Armstrong suggests developing an in-depth understanding of the eight intelligences, regardless of our own learning styles, in order to best relate to the students and cater the learning environment, wholly, toward them. Understanding students fully is overwhelmingly difficult, especially doing so properly, but breaking down students and their tendencies, aptitudes, and proclivities into [categories that suit them](http://surfaquarium.com/MI/intelligences.htm), as well as a teacher’s understanding of them, can be the key to successfully pegging the class and the direction in which the class must be oriented.  
  
**Synthesis:** Everyone in the class encompassed many of the major and important ideas of the chapters in their writings. Both the MI book and the UBD book had some very important ideas and concepts. Starting with MI some key ideas were reflected on by Tyler Michaud, he said, “Due to increased standards for both students and teachers and the pressures to do well on standardized testing, teaching has become rather mundane with heavily linguistic and logical themes. In an MI based classroom it is crucial to include the different intelligences in the curriculum to provide equal learning opportunities to every student” This tied in well with something said by Christopher Vogel, “As a teacher we should not be bound by the wall of No Child Left Behind and focus only on standards and tests. At the same time we do not need to come up with super complex and overt strategies for the class.” It is very important to recognize the fact that teaching to the tests will only create problems and not facilitate learning. Meghan Hughes furthers this when she said, “The presentation of information is key to the influence the information will have on each individual student. If the information is not absorbed in the initial presentation, it is common for students to push the information aside and not return to it in the future.” This is carried by the fact that demonstrating proficiency through goals in the classroom through seven steps. Tyler Brown brought these into his writing, “Armstrong describes a seven step process on how to do this effectively that includes: (1) Focusing on a specific objective or topic, (2) Asking key MI questions, (3) considering the possibilities, (4) Brainstorming, (5) selecting appropriate activities, (6) Setting up a sequential plan, and (7) implementing the plan.”  
UBD and DI concentrated on a very similar aspect. These chapters encompassed some ideas demonstrated well in the writings of the rest of the class. Like the MI chapters the UBD chapters talk about changing the lesson to work for the students. Ashley Godbout said in her response, “Effective teachers will use many instructional approaches and strategies that can focused on student understanding and maximizing the growth and success of all learners.” This is a direct corollary with something said by Cole Phillips. Cole said, “Through understanding exactly how we, as teachers, are affecting our students, we can effectively account for all of their needs and wants, and hone in specifically on how best to capitalize on them.” Both, Ashley and Cole, are making the point that through differentiation we can achieve learning in our students to a new level where they prove learning instead of just assume that learning is happening. In Ashley Libby's response she talks about the WHERETO model that makes sense of the lesson to the student and puts the lesson in a way that applies to them, “Chapter 7 introduces WHERETO. The W stands for what, why, and what. The H stands for hook. The first E stands for equip and experiences. The R stands for rethink, revision, and refinement. The second E stands for self-evaluation. The T stands for tailor and the O stands for organized.” Matt Potter cleans the whole set of ideas up and talks about the facilitation of genuine leaning when he says, “It’s simply not about what we teach our students, but it is about what our students learn and can remember.”  
  
Note: Hacking education and the [flipped-mastery](http://flipped-learning.com/?page_id=11) classroom.

All other combination chapter responses are with the other books they went with!